Self and other at home and at school: children with a migration background in Dutch education

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Specific groups of children, such as children with a Moroccan-Dutch and Turkish-Dutch background, are known to perform in general less well in Dutch education, both in comparison with Dutch peers and with peers with a different migration background. One possible explanation for this complex problem is that these children experience strong differences between their home and school environment when it comes to values and habits in social interactions. This explanation is being studied using both experimental tasks that mimic these social interactions, and more qualitative measures that aim to gain insight in the way the children experience their home and school environment and culture.